

## Homewood Elementary

108 North Clemson Circle  
Conway, SC 29526

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	660 Students	
<b>Principal</b>	Penny Foye	843-365-2512
<b>Superintendent</b>	Dr. Bobby Nalley, Acting Superintendent	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
0	7	53	56	7

## IMPROVEMENT RATING

BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Excellent	Excellent	No
<b>2004</b>	Good	Unsatisfactory	Yes
<b>2005</b>	Average	Unsatisfactory	Yes
<b>2006</b>	Good	Below Average	Yes

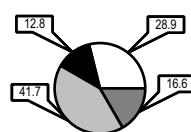
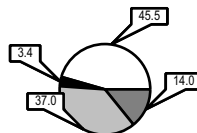
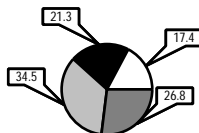
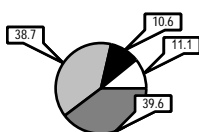
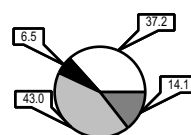
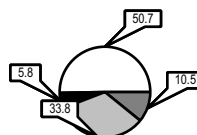
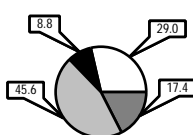
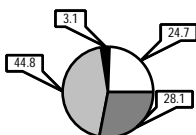
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	266	99.6	10.5	38.2	39.1	12.2	61.8	Yes	Yes
<b>Gender</b>									
Male	132	100.0	10.5	43.9	35.1	10.5	53.5	N/A	N/A
Female	134	99.3	10.5	33.1	42.7	13.7	69.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	137	100.0	5.6	31.7	46.0	16.7	72.2	Yes	Yes
African American	112	99.1	17.3	42.9	33.7	6.1	50.0	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	10.0	70.0	20.0	0.0	50.0	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	197	99.5	8.0	36.0	42.3	13.7	66.3	N/A	N/A
Disabled	69	100.0	17.5	44.4	30.2	7.9	49.2	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	266	99.6	10.5	38.2	39.1	12.2	61.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	262	99.6	10.2	38.3	39.1	12.3	62.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	210	99.5	13.0	41.3	37.5	8.2	56.0	Yes	Yes
Full-pay meals	56	100.0	1.9	27.8	44.4	25.9	81.5	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	266	100.0	17.2	34.7	26.4	21.8	61.1	Yes	Yes
<b>Gender</b>									
Male	132	100.0	18.4	33.3	28.9	19.3	60.5	N/A	N/A
Female	134	100.0	16.0	36.0	24.0	24.0	61.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	137	100.0	12.7	23.8	35.7	27.8	73.8	Yes	Yes
African American	112	100.0	21.2	47.5	16.2	15.2	47.5	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	30.0	50.0	20.0	0.0	30.0	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	197	100.0	9.7	36.9	28.4	25.0	68.8	N/A	N/A
Disabled	69	100.0	38.1	28.6	20.6	12.7	39.7	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	266	100.0	17.2	34.7	26.4	21.8	61.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	262	100.0	16.5	35.2	26.3	22.0	61.4	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	210	100.0	20.5	36.2	25.9	17.3	55.7	Yes	Yes
Full-pay meals	56	100.0	5.6	29.6	27.8	37.0	79.6	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	266	100.0	44.8	36.8	13.8	4.6	18.4
<b>Gender</b>							
Male	132	100.0	50.9	29.8	13.2	6.1	19.3
Female	134	100.0	39.2	43.2	14.4	3.2	17.6
<b>Racial/Ethnic Group</b>							
White	137	100.0	26.2	46.0	21.4	6.3	27.8
African American	112	100.0	63.6	29.3	6.1	1.0	7.1
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	90.0	10.0	0.0	0.0	0.0
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	197	100.0	35.8	42.6	17.0	4.5	21.6
Disabled	69	100.0	69.8	20.6	4.8	4.8	9.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	266	100.0	44.8	36.8	13.8	4.6	18.4
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	262	100.0	44.1	37.3	14.0	4.7	18.6
<b>Socio-Economic Status</b>							
Subsidized meals	210	100.0	51.9	34.1	9.7	4.3	14.1
Full-pay meals	56	100.0	20.4	46.3	27.8	5.6	33.3

<b>Social Studies</b>							
All Students	266	99.6	28.5	41.0	16.3	14.2	30.5
<b>Gender</b>							
Male	132	99.2	32.5	38.6	15.8	13.2	28.9
Female	134	100.0	24.8	43.2	16.8	15.2	32.0
<b>Racial/Ethnic Group</b>							
White	137	100.0	18.3	42.9	20.6	18.3	38.9
African American	112	99.1	39.4	38.4	13.1	9.1	22.2
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	40.0	60.0	0.0	0.0	0.0
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	197	99.5	21.6	42.6	19.3	16.5	35.8
Disabled	69	100.0	47.6	36.5	7.9	7.9	15.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	266	99.6	28.5	41.0	16.3	14.2	30.5
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	262	99.6	28.0	41.1	16.5	14.4	30.9
<b>Socio-Economic Status</b>							
Subsidized meals	210	99.5	32.4	42.2	15.1	10.3	25.4
Full-pay meals	56	100.0	14.8	37.0	20.4	27.8	48.1

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	96	97.9	6.0	34.5	50.0	9.5	59.5
	4	86	98.8	22.4	44.7	32.9	0.0	32.9
	5	104	99.0	27.3	42.4	30.3	0.0	30.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	91	98.9	2.6	32.5	44.2	20.8	64.9
	4	87	100.0	15.4	32.1	47.4	5.1	52.6
	5	88	100.0	13.3	49.4	26.5	10.8	37.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	96	99.0	9.4	54.1	23.5	12.9	36.5
	4	86	98.8	15.8	42.1	23.7	18.4	42.1
	5	104	99.0	22.2	46.5	13.1	18.2	31.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	91	100.0	7.7	41.0	28.2	23.1	51.3
	4	87	100.0	19.2	25.6	32.1	23.1	55.1
	5	88	100.0	24.1	37.3	19.3	19.3	38.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	96	97.9	44.0	40.5	13.1	2.4	15.5
	4	86	98.8	48.7	38.2	9.2	3.9	13.2
	5	104	97.1	55.7	36.1	6.2	2.1	8.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	91	100.0	39.7	41.0	17.9	1.3	19.2
	4	87	100.0	42.3	37.2	15.4	5.1	20.5
	5	88	100.0	51.8	32.5	8.4	7.2	15.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	96	96.9	30.1	51.8	8.4	9.6	18.1
	4	86	98.8	34.2	48.7	10.5	6.6	17.1
	5	104	97.1	42.3	40.2	11.3	6.2	17.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	91	98.9	19.2	41.0	26.9	12.8	39.7
	4	87	100.0	30.8	41.0	11.5	16.7	28.2
	5	88	100.0	34.9	41.0	10.8	13.3	24.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 660)</b>				
First graders who attended full-day kindergarten	86.8%	Down from 100.0%	100.0%	100.0%
Retention rate	2.0%	Down from 2.2%	3.6%	2.8%
Attendance rate	95.9%	Down from 96.0%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 4.6%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 6.0%	0.0%	0.0%
Eligible for gifted and talented	11.2%	Down from 15.0%	6.9%	10.4%
On academic plans	46.0%	N/AV	44.0%	33.6%
On academic probation	0.0%	N/AV	0.5%	1.0%
With disabilities other than speech	13.5%	Down from 14.7%	8.3%	7.5%
Older than usual for grade	0.7%	Up from 0.3%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.4%	Down from 1.8%	0.0%	0.0%
<b>Teachers (n= 46)</b>				
Teachers with advanced degrees	34.8%	Down from 43.5%	51.2%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	15.5%	N/A	2.6%	2.4%
Teachers with emergency or provisional certificates	11.4%	Up from 8.3%	0.0%	0.0%
Teachers returning from previous year	84.8%	Down from 86.9%	87.1%	87.3%
Teacher attendance rate	95.1%	Up from 94.4%	94.9%	94.9%
Average teacher salary	\$41,890	Up 0.2%	\$41,697	\$42,485
Prof. development days/teacher	19.5 days	Up from 12.1 days	13.2 days	13.3 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Down from 23.6 to 1	17.6 to 1	18.6 to 1
Prime instructional time	89.7%	Up from 89.6%	89.7%	89.7%
Dollars spent per pupil*	\$7,382	Up 6.5%	\$6,876	\$6,557
Percent of expenditures for teacher salaries*	64.3%	Down from 67.0%	63.1%	64.0%
Percent of expenditures for instruction*	68.5%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.7%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	12.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	9.0%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

2005-06 was an exciting school year at Homewood Elementary School with a focus on reading and writing. Our faculty, staff, students and community are proud of the progress our students made.

We continue to soar to new heights of excellence! Homewood was recognized for AYP Gold status for the 2005-06 school year. We are also proud to share that 95% of our kindergarten students were reading at grade level. We attribute this growth to increased staff development on reading comprehension strategies.

Implementation of new reading programs like Reading Mastery Plus and Corrective Reading were used in our primary and elementary resource and self-contained classrooms to assist identified students with decoding and comprehension. Other beneficial programs such as Reading With Meaning, Top Reader's Club, Read Naturally, and Chuckwagon Bill's Grammar programs were used as intervention tools with students in grades 1-5 in our computer lab.

Academic tutors were used to target more small group instruction for students who needed additional assistance during the school day. We worked strategically to differentiate instruction and use the Measures of Academic Progress (MAP) two times during the school year to monitor students' progress in the classrooms. Our continued use of fluid, flexible groups to meet students' academic needs has generated steady academic growth. Our PTO has been instrumental in providing grade level incentives for students who meet their MAP goals; the PTO also continues to support our instructional programs.

Horry Telephone Cooperative employees continue to support our students through their Buddy Readers program by volunteering to read to our primary students on a regular basis. Students from Coastal Carolina University served as mentors for 20 fourth and fifth grade-students. Many of these students became role models in their grade level as a result of their interaction with their mentors. Our School Improvement Council strongly supports our mentor program!

In an effort to increase parental involvement at our school, our school hosted a semi-formal dance with at least 400 parents attending this school-wide family function. Additionally, a workshop on Attention Deficit Disorders, as well as valuable information gained from two motivational speakers on parenting, was well attended by our parents.

We look forward to another successful year at Homewood. We know that with the right attitude, we can only expect to keep soaring to new altitudes!

Penny Foye, Principal

Chris Williams, School Improvement Council Chairperson, 2005-2006

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	41	67	44
<b>Percent satisfied with learning environment</b>	92.7%	90.8%	97.7%
<b>Percent satisfied with social and physical environment</b>	90.2%	79.1%	79.5%
<b>Percent satisfied with school-home relations</b>	75.6%	85.1%	84.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.